RoxieReading A and RoxieReading 1 helped struggling students in Grade 1 make unprecedented gains in one year.

Summary

Two first-grade classrooms implemented *RoxieReading A and RoxieReading 1.* There was a statistical difference between beginning reading levels and end levels at $p < .05$. Many students gained two grade levels. On average, males increased two levels more than female. Socioeconomic status and ethnicity made no difference.

Description of Population

- Two first grade classrooms
- Mid-sized town in Indiana
- School with 77 percent of the students on free or reduced lunch
- School with 55 percent white and 45 percent black, Hispanic, and multiracial
- School with a transient population with many children remaining in class for a only a few months

Time

- Full school year

Procedure

A pilot on two first grade classrooms was conducted in 2007-2008. It was common for nearly all students in first grade to leave the classroom reading *below* grade level. In the year of our research, first grade students were placed in classrooms according to their ability.

- Classroom A: The lowest ability classroom had students who began the school year reading *below* pre-kindergarten level to beginning kindergarten level. Two of these were English language learners who spoke no English.

- Classroom B: Most of the higher ability students began the school year reading at the appropriate level.

- Classrooms A and B constitute a cohort of 25 students

Data Collection

- TRC (Text Reading and Comprehension) tests measure reading levels of students given at the beginning and end of each year.

- Grade-level equivalence shown on the chart are those recommended by Fountas & Pinnell.

- Since the school had a transient population, only students who attended the full year and can be reported with accuracy. Other students who had significant gains cannot be reported because they did not attend the full year.

Purpose

The purpose of this study was to determine the effectiveness of *RoxieReading* on student reading achievement.

Results in Reading Levels

- There was a statistical difference between beginning TRC levels and end levels at $p < .05$.

- There was no correlation between the number of TRC levels gained and socioeconomic status or ethnicity.

- On average, males increased 2 levels more than females.

Figure 1. Gains in reading levels

TRC Levels

Beginning TRC	Ending TRC	Levels Moved
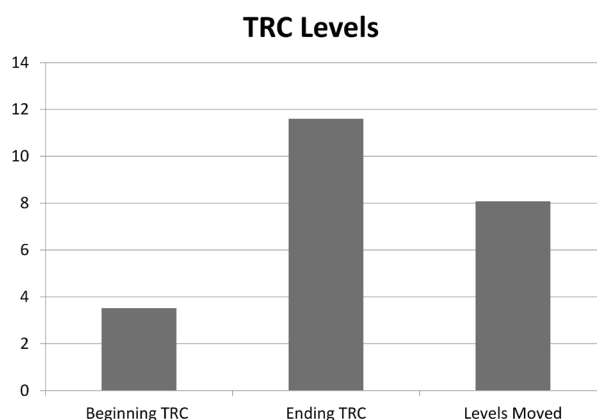
Results for Classroom A

- This was the lowest ability classroom. Students started the school year at Pre-kindergarten or beginning Kindergarten. The goal for this classroom was to achieve *three-fourths grade level* by the end of first grade.

- Only 8 out of 20 students attended the full year and can be reported with accuracy.

- Each of these students gained more than *two grade levels*, including the English Language Learners.

- Five left first grade reading at grade level. That means a gain of at least two grade levels.

ELL   English Language Learner, student who could not speak English

░░░░░░   Gains from beginning of year to end of year reading levels

Student	Below Pre-k	Pre-K	Kindergarten				Grade 1						Grade 2			Grade 3		
	↓aa	aa	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1		░	░	░	░	░	░	░	░	░	░	░						
2		░	░	░	░	░	░	░	░	░	░							
3		░	░	░	░	░	░	░	░	░	░	░						
4			░	░	░	░	░	░	░	░	░	░						
5 ELL	░	░	░	░	░	░	░	░	░	░	░	░						
6 ELL	░	░	░	░	░	░	░	░	░	░		░						
7	░	░	░	░	░	░	░	░	░	░	░	░						
8		░	░	░	░	░	░	░	░	░	░							

Results for Classroom B

- Only 17 out of 25 students attended the full year and can be reported with accuracy.
- 10 students achieved *above* grade level
- 8 students gained two grade levels
- The 1 student who started *below* Pre-kindergarten level achieved beginning 1st grade level

░░░░░░   Gains from beginning of year to end of year reading levels

Student	Below Pre-k	Pre-K	Kindergarten				Grade 1						Grade 2			Grade 3		
	↓aa	aa	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1							░	░	░	░	░	░	░	░				
2					░	░	░	░	░	░	░	░	░	░	░	░	░	
3					░	░	░	░	░	░	░	░	░	░	░	░	░	░
4					░	░	░	░	░									
5			░	░	░	░	░	░	░	░	░		░	░				
6				░	░	░	░	░	░	░	░		░					
7					░	░	░	░	░	░	░	░	░	░	░			
8					░	░	░	░	░	░								
9	░	░	░	░	░													
10							░	░	░	░	░	░	░					
11									░	░	░	░	░	░	░	░	░	
12			░	░	░	░	░	░	░	░	░							
13			░	░	░	░	░	░	░	░	░	░	░					
14					░	░	░	░	░	░	░							
15				░	░	░	░	░	░	░	░	░	░					
16				░	░	░	░	░	░	░		░						
17						░	░	░	░	░	░	░	░	░	░			